

Module: Applied Social Sciences

Number of credits: 8 credits

Subjects:

- 1) Educational and Cultural History 1
- 2) Educational and Cultural History 2
- 3) Basics of Minority Studies and Romology
- 4) Introduction to Child Protection

Name of subject: Introduction to Child Protection Course Code: OVOALB1001ANG	Credits: 2
Subject Classification: Compulsory	
Division of course content in theory and practice: 60% theory and 40% practice	
Types and number of lessons: 10 lectures per semester Language: English Other methods used during the course: <ul style="list-style-type: none">• digital course material provided through electronic learning system• use of online internet resources• course outline available electronically	
Method of assessment: exam Other means of learning evaluation: <ul style="list-style-type: none">• continuous, active participation during lessons• oral assessment of the acquired the linguistic material• preparation of ppt presentations for use in classroom	
Place of subject in the curriculum: fifth semester	
Prerequisites: none	

Course description:

Various forms of abuse and neglect (physical, spiritual, sexual), their characteristics, recognition and related tasks. Educational work at child protection institutes; concepts and recognition of disadvantage and multiple disadvantage and endangerment; possibilities of prevention and correction; cooperation with parents, family members and other institutions. Complications in family socialisation; damaging education methods and their effects, crises in the lives of children, processing of losses and grief.

Required and recommended literature:

Required literature:

1. Az 1997.évi XXXI.tv. a gyermekek védelméről és gyámügyi igazgatásról
<https://net.jogtar.hu/jogszabaly?docid=99700031.tv>

2. BEREGNYEI Beáta – NÁDASI Viktória – HAJNAL Renáta (2014): Módszertani útmutató: A gyermekvédelmi észlelő- és jelzőrendszer működtetése kapcsán a gyermek bántalmazásának felismerésére és megszüntetésére irányuló szektor semleges elvek és módszertan. Emberi Erőforrások Minisztériuma Gyermekvédelmi és Gyámügyi Főosztálya, Budapest,
http://www.gyermekjoleteger.hu/e107_files/downloads/szakmai/modszertani_utmutato_bantalmazas.pdf
3. Herczog Mária (2003): Gyermekvédelmi kézikönyv. KJK-KERSZÖV Jogi és Üzleti Kiadó, Budapest ISBN: 963-224-595-4
4. Herczog Mária (2001): Gyermekvédelmi kézikönyv. KJK-KERSZÖV Jogi és Üzleti Kiadó, Budapest ISBN: 963-224-595-4
5. Rácz Andrea (ed. 2014): *Child protection and social integration: bilingual text book / Gyermekvédelem és társadalmi integráció: kétnyelvű szöveggyűjtemény*. Validart, Budapest, ISBN 978-963-12-0275-5
6. Adams, Cath (et al., 1999): *Children, child abuse and child protection: placing children centrally*. Chichester: John Wiley and Sons, ISBN 0-471-98641-0
7. Gyarmati Andrea (2014): *Experiences of service and care planning in the child protection system*. Metszetek (Elektronikus dokumentum) 3. évf. 2. sz. p.258-265.

Recommended literature:

8. Dis-Interest of the Child: Romani Children in the Hungarian Child Protection System (2007) European Roma Rights Centre, Budapest, ISBN 978-963-87747-0-5
http://www.errc.org/uploads/upload_en/file/02/8F/m0000028F.pdf

Required competencies and competency elements that this subject contributes to and helps to develop

a) Knowledge

Possess the expert knowledge and teaching methodology which help to develop the health and personality of children aged 3-7 in a harmonious and complex way.

Know the basic documents of preschool education and show awareness of the general aims and responsibilities of preschool education as well as the content of the different activity forms, and the connections between all these.

Can apply the different planning schemes used in preschool education; know the theory and methodology of planning, and the connections specialities of the different levels of planning.

Have basic knowledge about the psychological and biological factors and characteristics determining the process of maturation and development of children aged 3-7 as well as the nature of children's learning; show awareness of the importance of early childhood as a developmental phase giving foundation to an individual's life path, its significance in the development of personality, its role in life-long learning, and the methods supporting this development.

Can interpret the socio-culturally embedded nature of children's development and preschool education, and the effect of this on the pedagogical process.

Can show awareness of basic knowledge about family and child protection and is well-informed about how to give first aid.

Can show awareness of the professional, ethical and legal rules and regulations of the preschool teacher profession, its socially approved norms and the characteristics and effects of communication belonging to this job description.

b) Capabilities

Adapt their pedagogical, psychological, sociological and methodological expertise as well as a holistic approach to preschool education with consideration to the characteristics of the child and the child's age group.

Understanding the characteristics of the age group, students should be able to identify and select the appropriate educational goals, tasks and content. Students should furthermore be able to manage, analyse, and evaluate the differentiated pedagogical process.

Can observe, analyse and record the characteristics of the personality and skills of children aged 3-7, and the socio-cultural determinants of the family environment surrounding them.

Can build adaptively on the different personalities, previous experience, knowledge, competencies, and age specific characteristics of children aged 3-7.

Can support the harmonious personality development of children aged 3-7, and the shaping of their physical, social, and mental skills age-specifically.

Can establish the methods and daily routine of preschool education so that they support the complete health development of children aged 3-7.

Build and develop a bias-free respectful and trustworthy relationship with children institutions (such as families, nurseries, childcare services, and other public educational institutions). Communicate professionally and clearly in professional situations and assist and offer help relating to the problems of children.

Know and understand the professional, ethical, and legal documents regulating preschool education, and can apply the relevant passages in their everyday work.

c) Attitude

Show commitment to developing strategies, methods and activities promoting the organization and expansion of the experience and knowledge of children aged 3-7, and to creating an environment promoting the success of English language communication in educational activities while inspiring, confirming the development of the child's personality.

Show commitment to the complete health development of children aged 3-7.

Their personality should be free from prejudice, and characterised by tolerance, social sensitivity, and helping attitude. They have an inclusive and multicultural approach, seek to preserve the cultural identity and support children's integration into their community.

Accept the idea of child-centred inclusive preschool education and the view that pedagogical strategies used in preschool education should be tailored to the child's personality.

Show commitment to the multifaceted analysis and evaluation of the process of preschool education and can review and revise future plans and activities in the light of the results.

Show openness to learning about and applying the latest results of educational theory at home and worldwide, methodological innovations, as well as the latest information and communications technologies.

d) Autonomy and Responsibility

Take responsibility for children aged 3-7, for the whole group of children, for their activities within the institution, for the decision made during the planning of the educational process and for all the consequences.

Take responsibility for the personality development of children aged 3-7 in a harmonious and complex way, and for all the staff and equipment arrangements necessary to enhance healthy mental and physical development.

Take responsibility for their decisions and the consequences of their pedagogical activity during the educational process.

As a reflective preschool teacher and autonomous personality, they are conscious leaders of their own professional development.

Can responsibly establish and maintain professional co-operations.

Besides their professional preschool responsibilities, they also assume responsibility for the mission of their own institution, and the protection of the internationally acclaimed values of Hungarian preschool education.

a) Knowledge

Can interpret the socio-culturally embedded nature of children's development and preschool education, and the effect of this on the pedagogical process.

Are familiar with the digital tools of knowledge acquisition, ICT-techniques, and problem solving methods in their specific field.

b) Capabilities

Students adapt their pedagogical, psychological, sociological and methodological expertise as well as a holistic approach to preschool education with consideration to the characteristics of the child and the child's age group.

Build and develop a bias-free respectful and trustworthy relationship with children institutions (such as families, nurseries, childcare services, and other public educational institutions).

Communicate professionally and clearly in professional situations and assist and offer help relating to the problems of children.

c) Attitude

Students show commitment to the complete health development of children aged 3-7. Their personality should be free from prejudice, and characterised by tolerance, social sensitivity, and helping attitude. They have an inclusive and multicultural approach, seek to preserve the cultural identity and support children's integration into their community. Make their decisions in electronic communication with the careful consideration of legal, ethical and other relevant norms.

d) Autonomy and Responsibility

Students take responsibility for the personality development of children aged 3-7 in a harmonious and complex way, and for all the staff and equipment arrangements necessary to enhance healthy mental and physical development.

Take responsibility for their decisions and the consequences of their pedagogical activity during the educational process.

As a reflective preschool teacher and autonomous personality, they are conscious leaders of their own professional development.

Can plan and develop their digital literacy independently.

Responsible for course: Dr. Elekes Györgyi, college associate professor, PhD

Other teacher involved in course: Dr. Elekes Györgyi, college associate professor, PhD